

Appendix A:

The “Reflective Planning” Session... *a key strategy for supporting and developing peak performers*

1. Introduction

Greeting, set the tone, outline the session

2. Using positive presupposition, invite the teacher to reflect upon goals for an upcoming lesson.

Listen for noun clarity (content) and verb clarity (level of thinking/doing). Probe for increased clarity, if appropriate.

3. Using positive presupposition, invite the teacher to reflect upon planned teaching strategies / learner activities.

Listen for the link between learner activities/experiences and the learning goals discussed earlier. Probe for increased clarity about this link, if appropriate.

4. Using positive presupposition, invite the teacher to reflect upon assessment “look—fors.”

Listen for plans to elicit overt responses from students and plans for possible mid-course corrections. Probe for clarity, if appropriate.

5. If an observation is planned, invite teacher to direct the observation / data gathering for the observation.

6. Invite teacher to provide feedback on the coaching experience.

Coaching Notes and Plans